COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This instruction implements AFPD 36-22, *Military Training*. It provides specific guidance to ensure AETC training unit courses and programs optimize the use of customer feedback to assess, revise, and improve the training curriculum through the use of the graduate evaluation program (GEP). This instruction establishes a formal mechanism for gathering and reporting feedback. *NOTE:* **Attachment 1** contains a glossary of references and supporting information which includes abbreviations and terms.

SUMMARY OF REVISIONS

This document is substantially revised and must be completely reviewed.

Centralizes program authority to the AETC TRSS for GEP administration and reporting (paragraph **3.1.**). Improves program structure to clarify training unit, Aircrew Training System (ATS), and training program manager (TPM) responsibilities (paragraphs **3.4.1.** - **3.8.**). Standardizes the feedback instrument, rating scales, and HQ AETC reporting requirements (paragraphs **4.1.**, **4.2.**, **6.2.**, **6.3.**, and **11.**). Provides for assessment of the student from entry through graduation, which encompasses the entire training continuum. Establishes wing semiannual report procedures (paragraph **10.3.**). Delineates program reporting procedures to gain a better overall assessment of common and specialized training (paragraph **11.2.**). Rescinds AETC Form 93, but the data will continue to be collected through the Graduate Evaluation on the Internet (GEOTI) database. A "|" indicates revised material since the last edition.

1. Scope. This instruction applies to all AETC units conducting formal aircrew and air weapons controllers training. (Aircrew survival training graduate evaluations will be conducted in accordance with

AETCI 36-2207, *Survival Training Curriculum Management*.) ***NOTE:*** Euro-NATO joint jet pilot training (ENJJPT) participation in the GEP is optional.

2. Goal. As part of the instructional systems development (ISD) continuum and curriculum development, feedback gathered through the GEP will be used to ensure graduates of AETC training courses meet customer requirements.

3. Responsibilities:

   3.1. The AETC TRSS is the OPR for the AETC GEP.

   3.2. The AETC TRSS Graduate Evaluation Program Manager (GEPM) will:

      3.2.1. Compile data, conduct analyses (for command-level reporting purposes using all input data from the training wings), and prepare reports for higher headquarters, training units, ATSs, and customers.

      3.2.2. Be responsible for managing the AETC GEP, preparing reports, and coordinating with training program managers (TPM), training quality program managers (TQPM), and wing points of contact (WPOC).

      3.2.3. "Link" all inputs to the training continuum to include distributing feedback data to customers and examining potential linking of areas of concern to initial qualification courses. (See AFH 36-2235, volume 8, *Information for Designers of Instructional Systems, Application for Aircrew Training.)*

   3.3. Each training unit or ATS will:

      3.3.1. Be responsible for collecting data and reporting individual course program data.

      3.3.2. Appoint a TQPM or point of contact (POC) for each formal training course conducted by the unit. (For AETC GEP reporting purposes, courses with less than 15 graduates within a 6-month reporting period need not provide graduate data.)

   3.4. Each TQPM (or POC at ATS) will:

      3.4.1. Track each graduate to his or her follow-on training (FOT) or operational unit. Ensure the graduate's gaining supervisor completes and returns the feedback analysis. (***NOTE:*** To determine sampling size, use of the Graduate Sampling Chart at **Attachment 2**.)

      3.4.2. Coordinate graduate tracking with the gaining TQPM (or POC for ATSs) at operational units as required.

      3.4.3. Maintain a unit database to track graduates and return rates for questionnaires, analyze feedback, and generate required feedback.

      3.4.4. Forward unit feedback to the appropriate squadron commander.

   3.5. Each squadron commander (or designated representative) will:

      3.5.1. Review feedback ratings, class comments, and individual comments, making additional annotations as he or she sees fit.

      3.5.2. Forward all feedback data to the WPOC for coordination with the wing commander and other wing agencies.

3.6. The WPOC will:

3.6.1. Staff all feedback data through the wing commander who makes additional endorsements to the squadron comments as he or she sees fit.

3.6.2. Prepare the package and ensure all feedback is submitted to the AETC TRSS GEPM by the appropriate suspense date. See paragraph **10.3.** for suspense reporting.

3.7. The TPM will:

3.7.1. Develop questions and coordinate changes to the feedback instrument with the AETC GEPM.

3.7.2. Determine the earliest point in each FOT course that will meet all feedback requirements.

3.7.3. Ensure the FOT unit is aware of the best data capture point for administering the feedback instrument.

3.7.4. Analyze all training program feedback to assess training quality and customer requirements and recommend any necessary syllabus or program changes. Report significant findings to the scheduled training program or syllabus review boards.

3.7.5. Contact customers as required to clarify or gather additional feedback.

3.7.6. Coordinate field visits to FOT or operational units.

3.8. In addition to the semiannual reporting outlined in this instruction, TQPMs (or POCs at ATSs) and TPMs are encouraged to discuss feedback and (or) training issues whenever deemed necessary.

4. Graduate Evaluation Feedback Instruments:

4.1. Feedback instruments are designed to determine if graduates are properly trained and prepared to begin the next FOT course or operational duty. Sufficient space for written comments will be included in each feedback instrument. A sample of supervisor instructions for feedback is shown in **Attachment 3**, and a sample of the graduate evaluation feedback instrument is shown in **Attachment 4**.

4.2. TPMs will review feedback instruments semiannually and update them to reflect changes in training skills or objectives.

5. Data Capture Point. The timing of questionnaires must be given careful consideration to ensure completion by gaining supervisors at an optimum time. Feedback instruments administered too early in FOT may not be able to properly assess some skills. Conversely, the later in FOT questionnaires are administered, the more difficult it becomes to assess or separate current training from previous training.

6. AETC Standard Questionnaires and Rating Scale:

6.1. The standard AETC feedback instrument will consist of no more than 30 total questions.

6.2. Questions 1 through 5 are core competency questions and rate basic skills common to the general category of training (for example, pilot, navigator, air weapons controller). Questions 6 through 30, if necessary, rate specialized skills for each specific syllabus or track within the general category (for example, pilot, T-38 specialized undergraduate pilot training [SUPT], fighter training track). The final question on AETC feedback instruments will rate the overall quality, effectiveness, and customer satisfaction of the specific course.

6.3. Questionnaires will use a 1 to 5 rating scale. Comments will be requested for any response of 1, 2, or 5. This ensures proper evaluation of areas that do not meet the satisfactory standard or far exceed the satisfactory standard.

6.4. The AETC TRSS GEPM will retain a master copy of each feedback instrument.

7. Supplemental Questionnaires. Some training courses may have additional or more specific feedback instruments than can be obtained using the standard format. However, the value of supplemental question-naires must be weighed against the additional time and effort required to complete them. For most courses, well developed questions based on the course's most critical desired learning objectives will trig-ger the desired additional and specific feedback required by TPMs. Therefore, the use of supplemental questionnaires should be given careful consideration to avoid confusing and overwhelming respondents or deflating the value and importance of the information gathered from the standard feedback instrument.

8. Field Visit Preparation and Execution. Personnel responsible for specific training courses or pro-grams are encouraged to conduct field visits to FOT or gaining operational units. Training units will coor-dinate field visits with their TPMs to avoid duplicating effort or overlooking some units. The visiting team will tailor each visit to the specific unit's training requirements and previous feedback. Budgeted funds should be allocated for visits. Priority should be given to units whose feedback indicates potential prob-lems or to units who have recently been affected by new or modified training programs. Video teleconfer-encing should be used whenever possible.

8.1. Field visits should minimize interference with the normal operations of the unit being visited. The team chief will coordinate the details of the visit with the unit well in advance.

8.2. Preparation will include a thorough review of the unit's previous feedback and may include development of specialized questionnaires, personal interviews, and (or) meetings with recent gradu-ates and unit supervisors (group or individual). The team chief will offer in and (or) out briefings to appropriate unit commanders and supervisors.

8.3. The team chief will also coordinate visits in advance with the TPM and forward an information copy of the planned itinerary or agenda approximately 2 weeks before the visit.

8.4. As a minimum, the team chief will forward copies of the trip report to the visited unit and TPM. Reports should include dates, units visited, key personnel contacted, findings, recommendations, and conclusions.

9. Responsibilities for Quality Assessment of Training:

9.1. Feedback ratings and comments, combined with field visits, will provide the foundation for con-tinuous monitoring of the quality of each graduate. Training conferences, system review boards, syl-labus reviews, inspection reports, mishap reports, and informal communication will provide additional valuable feedback and critical information.

9.2. Training effectiveness review is a collaborative effort between the training activity, HQ AETC, and other MAJCOMs.

9.3. Training is considered satisfactory when the reponse for the question is rated 3 or better on a 5-point scale by 90 percent of the supervisors surveyed. Rated areas that fall below 50 percent utiliza-tion (NA responses) should be reviewed for retention, deletion, or an alternate mode of training.

9.4. The AETC TRSS GEPM will inform the WPOC of any report where the aggregate score for any question is less than a 3 or below 90 percent satisfaction. Any responses below the 50 percent utilization rate will also be identified to the WPOC. This will provide the opportunity for the WPOC to formulate a response before the information is reported to the HQ AETC/DO and 19 AF/CC.

9.5. Graduate evaluation data for all AETC aircrew undergraduate and graduate courses covered by this instruction will be presented as part of the official syllabus review.

10. Graduate Evaluation Program Information Flow. Overall accounting and reporting for the program is based on fiscal year class designation or graduation that falls within the 6-month reporting period. As a minimum, feedback will be compiled, analyzed, and reported semiannually. An information flowchart is shown at **Attachment 5**. Procedures will include the following:

10.1. TQPMs (or POCs at the ATSs) will staff feedback to the squadron commander.

10.2. The squadron commander will review feedback, make additional endorsements as desired, and forward the feedback to the WPOC.

10.3. The WPOC will ensure the wing commander or designated representative receives completed feedback surveys for review and comments. The WPOC will compile data received during the previous 6 calendar months, including a summary of ratings, return rates, comments, field visit trip reports, and recommended actions. He or she will send this information to the AETC TRSS GEPM no later than 1 May and 1 November each year. The reporting address is AETC TRSS/IDO, 1150 5th Street East, Suite 2, Randolph AFB TX 78150-4404.

10.4. The AETC TRSS GEPM will coordinate the review of wing inputs with TPMs no later than 15 May and 15 November to review and collaboratively analyze data for each course.

11. Semiannual Graduate Evaluation Report, RCS: AETC-TRSS (Q) 9401:

11.1. The AETC TRSS GEPM will compile the written report for HQ AETC. The report format will be in three volumes. Volume 1 will contain the executive summary, volume 2 will contain responses by base and class, and volume 3 will contain responses by base, class, and student. The report will cover the prior 6-month period and be published no later than 15 July and 15 December.

11.2. The AETC TRSS/IDO will distribute the report to TPMs. In turn, TPMs will distribute the report to affected training and gaining units. When asked, TPMs will also provide copies of the report to other individuals or organizations who have an official interest in it.

RICHARD C. MARR,   Major General, USAF
Director of Operations

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFPD 36-22, *Military Training*

AFI 36-2207, *Survival Training Curriculum Management*

AFH 36-2235, volume 8, *Information for Designers of Instructional Systems, Application for Aircrew Training*

Abbreviations and Acronyms

ATS—Aircrew Training System

ENJJPT—Euro-NATO joint jet pilot training

FOT—follow-on training

GEOTI—Graduate Evaluation on the Internet (database*)*

GEP—graduate evaluation program

GEPM—graduate evaluation program manager

ISD—instructional systems development

SUPT—specialized undergraduate pilot training

TQPM—training quality program manager

TPM—training program manager

WPOC—wing point of contact

Terms

Airmanship—Displaying the ability of required flight discipline, situational awareness, and judgment to safely accomplish an assigned mission.

Gaining unit or customer unit—A unit receiving graduates from a formal AETC training program or course. Customers establish AETC training requirements and measure (rate) the quality of AETC training.

Gaining supervisor—The individual at the gaining unit who can best assess the quality and effectiveness of the graduate and his or her training.

Graduate—A student who has successfully completed an AETC formal training program or course.

Graduate evaluation program manager (GEPM)—The person responsible for program administration, effectiveness, coordination, and publication of a semiannual report for the HQ AETC staff and 19 AF.

Feedback instrument—A paper or electronic product designed to gather feedback in support of the GEP.

Operational unit—The final organization a graduate is assigned to after successfully completing all

formal training courses.

Training program manager (TPM)—The person responsible for curriculum and (or) syllabus for a specific AETC formal training course. (Most AETC TPMs are assigned to the AETC TRSS.)

Training quality program manager (TQPM)—A single POC in each formal training unit responsible for the training quality of each specific AETC training program or course conducted by that unit.

Attachment 2

GRADUATE SAMPLING CHART

Course Graduates (During Sampling Period)	Sample Size* (95% Confidence)	Sample Size (90% Confidence)	Sample Size (80% Confidence)
10	10	10	9
20	19	19	18
40	35	35	32
60	52	49	44
80	67	62	54
100	80	72	62
120	92	83	69
160	114	101	81
200	133	115	90
250	154	130	99
300	171	142	106
350	187	153	112
400	200	161	116
450	212	169	120
500	222	176	123
600	240	186	129
700	255	195	133
800	267	202	136
900	277	208	139

* It is recommended that the 95% confidence level be chosen. This is the level commonly used in business decisions.

Attachment 3

SUPERVISOR INSTRUCTIONS FOR FEEDBACK

HQ AETC Flying Training

SUPERVISOR INSTRUCTIONS FOR FEEDBACK

We are constantly striving to ensure the next generation of aircrew members are properly trained and prepared for follow-on training (FOT) or operational duty. Your ratings and comments will help us measure the effectiveness of that course and identify any necessary changes to better meet your training requirements.

This feedback instrument is sent to gaining supervisors. The instrument is tracked, analyzed, and used to implement necessary improvements. All information is used strictly for the purpose of curriculum enhancement; therefore, the rules of nonattribution apply. Please rate the training and skills below by inserting an X in the appropriate rating block. Use the provided scale to rate how well this graduate was prepared to *begin* your FOT course or operational duty. Every rating you designate as a 1, 2, or 5 will require comments, and a comments section is attached for your convenience. Thank you for your valuable time and feedback to help make our Air Force training the best it can possibly be.

(Signature block of the HQ AETC/DO)

Attachment 4

SAMPLE GRADUATE EVALUATION FEEDBACK INSTRUMENT

PRIVACY ACT STATEMENT: AUTHORITY: 10 U.S.C. 8013, SECRETARY OF THE AIR FORCE; POWERS AND DUTIES; DELEGATION BY, AND E.O. 9397. **PURPOSE:** DATA USED FOR REPORT PURPOSES FOR HIGHER HQ **DISCLOSURE:** VOLUNTARY; HOWEVER FAILURE TO PROVIDE INFORMATION HINDERS THE CONTINUOUS IMPROVEMENT PROCESS.

_____ This section applies to the student being evaluated. _____

Student's Last Name:	**Grade:**	**Current Base:**	**DSN Phone:**	**E-mail:**

Student's SSN:	**Class Number:**	**Reports Control Symbol:**

_____This section applies to the supervisor._____

Phone number/e-mail address are only required if a response is desired.

Supervisor's Last Name:	**Grade:**	**Current Base:**	**DSN Phone:**	**E-mail:**

_____Grading Scale_____

1= Unsatisfactory: Skill/Knowledge unacceptable. Significant additional training or assistance required.

2= Marginal: Skill/Knowledge below expectations. Additional training or assistance required.

3= Satisfactory: Skill/Knowledge as expected. Adequately prepared to begin this course or duty.

4= Excellent: Skill/Knowledge exceeded expectations. All training or assistance normally required or planned was significantly reduced.

5= Outstanding: Skill/Knowledge far exceeded expectations. Training or assistance normally required or planned was unnecessary.

N/A Not Applicable or not observed.

CORE SKILLS AND TRAINING

	N/A	1	2	3	4	5
1. Airmanship (awareness, flexibility, discipline)						
2. Aircraft Handling (smooth, positive, confident)						
3. Inflight (planning, position orientation, decision making)						
4. Visual flying (patterns, landings, clearing)						
5. Instrument Flying (cross-check, approaches, procedures)						

SPECIALIZED SKILLS AND TRAINING

	N/A	1	2	3	4	5
SPECIALIZED SKILLS AND TRAINING						
6. Mission Planning/Ground Operations						
7. Emergency Procedures/General Knowledge						
8. Aerobatics						
9. Unusual Attitudes						
10. Stall Recognition and Recovery						
11 Basic Formation (concepts and procedures)						
12. Basic VFR Navigation						
13. Instrument Approach Procedures						
14. Situational Awareness						
15. Overall Quality and Satisfaction of Training						

COMMENTS:

Type your comments here. Enter as much information as you like.

Attachment 5

AIRCREW GEP FLOWCHART